Formative Assessment Task

2nd Grade: Measurement and Data

### 2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Learning Target:

* I can measure and record the lengths of several objects to the nearest whole-number.
* I can create a line plot with a horizontal scale marked off in whole-number units.
* I can record length measurements on a line plot.

**Materials:**

1. Line Plot page. (See below)
2. Ruler for each child.
3. Sticky note for each child.

**Directions:**

1. Teacher will draw a horizontal line on the chalkboard at the front of the room.
2. Teacher will direct students to measure the pencil they are using.
3. Students will write the length of their pencil on their sticky note.
4. Teacher will direct students to come up to the chalkboard and place their sticky note along the appropriate place on the line plot.
5. Use this opportunity to ask data questions related to the posted information.

**Considerations:**

* Observe the student lines up the end of the object with an appropriate place on the ruler.
* Observe that student correctly uses the inch side of the ruler what asked to measure inches and the centimeter side when asked to measure centimeters.
* Observe that the student clearly marks the line plot in the appropriate place.

|  |
| --- |
| Teacher notes:  Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  Students who demonstrate complete mastery accurately measure their pencil and correctly place their sticky note on the class line plot.  Students who demonstrate partial accomplishment may have difficulty measuring their pencil accurately, which would result in incorrect results on the line plot. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |